

Professional Development Programme

Harnessing Effective Assessment Strategies to Maximise Student Learning in the Primary English Classroom

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Assessment of/for/as Learning – Rationales and Examples

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)



Prepared by
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ELE KLA Curriculum Guide (P1-S6) (2017) (p.81)

Assessment should be aligned with learning and teaching and guided by the following principles:

- It should serve a variety of purposes, **from measuring attainment to informing learning and teaching through providing quality feedback**, but the prime purpose should always be facilitating and improving student learning.
- It should involve making considered judgements on the learning **processes and outcomes**.
- It should be based on standards or **criterion-referencing principles** by which student performance is evaluated and described in relation to criteria rather than how other students perform. The assessment criteria should also be made clear to students so that they understand what is expected of them.
- There should be an **appropriate coverage of learning targets and objectives, generic skills, and positive values and attitudes**.
- There should be diversified modes of assessment, with a **balance between formative and summative assessments**.

Assessment _____ Learning

How is the relationship between assessment and learning different if different prepositions are used to connect the two words?

OF

FOR

AS

Learning/ teaching/ assessment cycle



Source: The Interrelationship between Assessment, Teaching and Learning

https://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng_dvd/atl_interrelationship.html

ELE KLA Curriculum Guide (P1-S6) (2017) (p.84)

Summative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.
Formative	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.

Assessment — Learning

What to find out
from the assessment/
data to collect

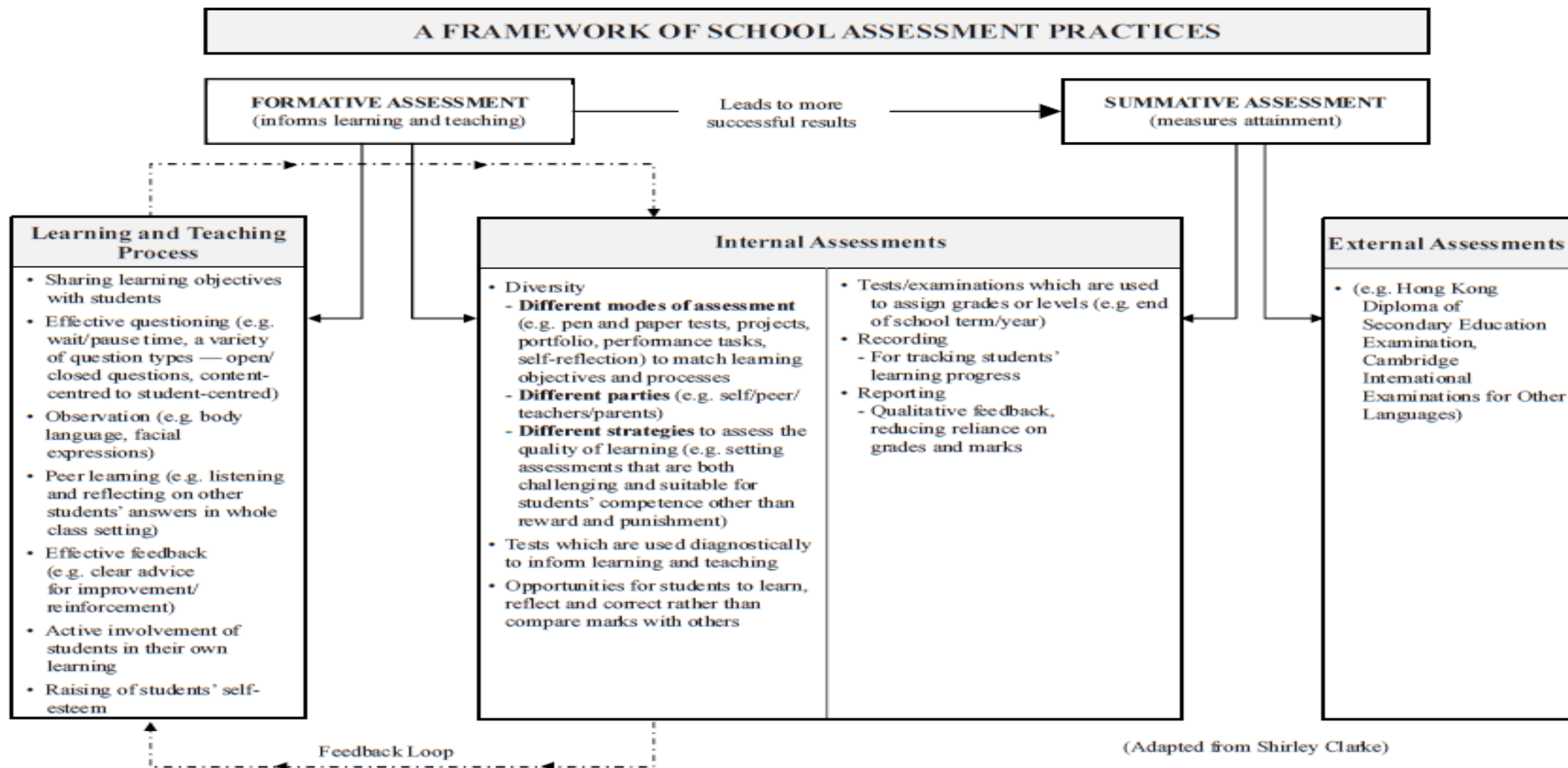
Who to conduct the
assessment –
teachers/ students

In what mode is the assessment
conducted – paper-and-pen/
online/ verbal

When to conduct the
assessment

Why is the assessment
conducted/ purpose

ELE KLA Curriculum Guide (P1-S6) (2017) (p.83)



Recap – Assessment of/for/as Learning

Purpose

Assessment of Learning	Assessment for Learning	Assessment as Learning
- Measure student learning outcome - Compare students' performance - Rank students - Admission/ certification (e.g. HKDSE)	- Identify students' learning progress as set out in the assessment scope (e.g. strengths and learning gaps) - Diagnose learning difficulties - Inform teaching decisions - Evaluate teaching effectiveness	- Develop students' competence in self-evaluation - Enable students to regulate their own learning - Help students set their own learning goals

Recap – Assessment of/for/as Learning

When to conduct the assessment

Assessment of Learning	Assessment for Learning	Assessment as Learning
- End of term/ semester - After completing a unit/ topic	- To be done in an on-going manner - Can be done before/ during/ after a teaching/ learning activity	- Can be done before/ during/ after a teaching/ learning activity

Recap – Assessment of/for/as Learning

Role of teachers/ students

Assessment of Learning	Assessment for Learning	Assessment as Learning
- Teachers →the expert/ authority (when giving marks and grades) →the examiner/ assessor - Students →the candidate →the passive recipient of assessment information	- Teachers →facilitator →moderator →feedback-giver - Students →active participant who may interact with the assessor	- Teachers →facilitator →moderator - Students →active participant who can make decisions for themselves →assessor (of their own or their peers' performance) →critical user of the assessment information for self regulation

Effective strategies to promote formative assessment in the primary English classroom

- a. Making reference to the LPF*
- b. Formative Use of Summative Test (FUST)*
- c. Employing different assessment tools*
- d. Promoting self-directed learning strategies*

The Learning Progression Framework (LPF) – English Language Education

- The LPF represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum. This developmental continuum is notionally divided into eight **attainment milestones (ATMs)** of learning outcomes (LOs).

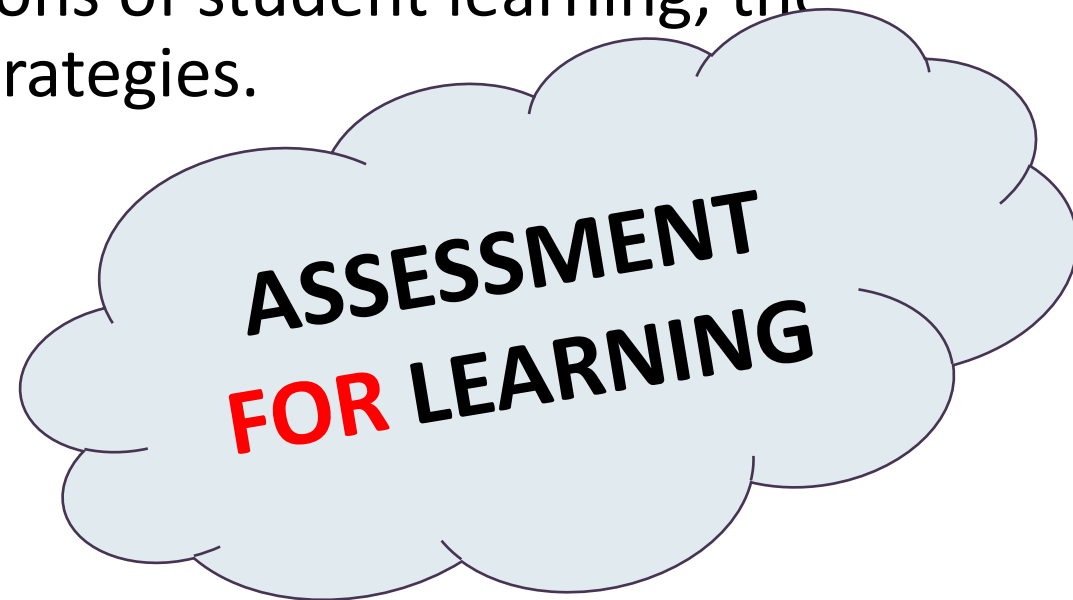
Use of the LPF

- The fundamental aim of developing the LPF is to provide a reference tool for teachers to help students learn better. It is **not intended for summative assessment purposes**, nor is it a vehicle for benchmarking learners with reference to the levels of basic competency for Key Stages One, Two and Three. In other words, the emphasis is on **“Assessment for Learning”** rather than “Assessment of Learning”.



Making reference to the LPF

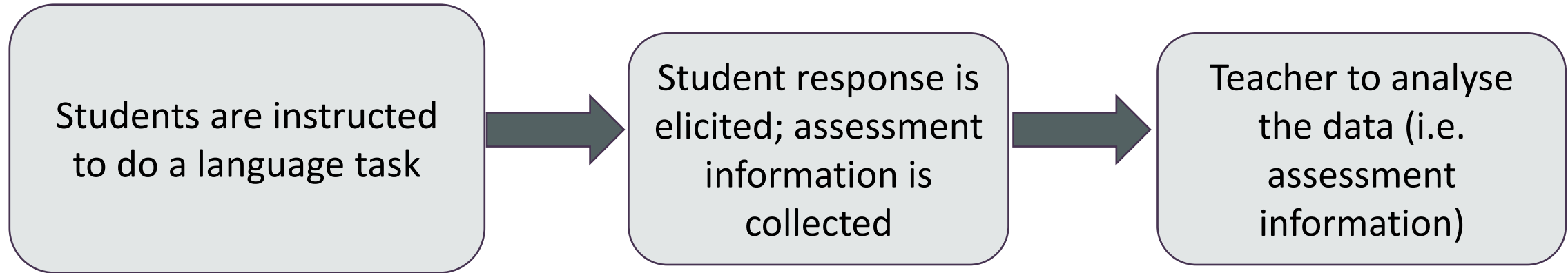
- ✓ Self-designed tasks can help address students' learning needs and help students make progression.
- ✓ Teachers can use a common scale and language to describe students' performance. This can facilitate vertical curriculum planning.
- ✓ Based on the learning outcomes of students, teachers can make informed decisions about their expectations of student learning, the content of learning, and their teaching strategies.



FUST – Formative Use of Summative Test

- Assessing students' learning is part of teachers' daily routine. Teachers undertake **summative assessment** to summarise student learning near the end of a teaching cycle and/or conduct **formative assessment** (FA), also known as the assessment for learning (AfL) activities, to obtain information (i.e., formative feedback) through which they can improve instruction (Lam, 2013).
- Black et al. (2003) and Carless (2011) proposed a framework of FUST which **integrated summative and formative assessment** and **made the implementation of FA possible in exam-dominated contexts**.

FUST – Formative Use of Summative Test



Analysis of assessment information:

- Which area(s) are students struggling with?
- What actions need to be taken to bridge the learning gap?



Employing different assessment tools (1) - Questioning

Examples of questions:

Kinds of questions	Examples
Closed questions	How many pages are there in this story?
Open-ended questions	Which character do you like most? Why?
Hypothesis	If you were the little pig, what would you do?
Comparison	Compare the hare and the tortoise. Which character do you think is smarter?
Tabulate	Arrange these six events in a sequential order.
Rank	Rank these four items in order of importance if you were left on an island.
Define	According to the article, what is xxx?
Evaluate	What does this fable teach us? What is the moral lesson?
...	

Asking **questions** that assess students reading skills

1. Literal
2. Reinterpretation / Reorganisation
3. Inference
4. Evaluation
5. Personal response

Nuttall (1996)

Examples of questions to ask (based on the story 'Little Red Riding Hood'):

1. What is the title of this story? (**Literal**)
2. Sequence the following events in the order they happened. (**Reorganisation**)
3. Why do you think the wolf wanted to eat Little Red Riding Hood? (**Inference**)
4. Do you think Little Red Riding Hood was a good girl? Why/ Why not? (**Evaluation**)
5. Imagine you were the wolf. Write a letter of apology to Little Red Riding Hood. (**Personal response**)

Employing different assessment tools (2) - Feedback

- Upon questions asked, feedback is given to **feed** students **forward**
- **Descriptive feedback** - relates to actual competence of the students
- **Constructive feedback** – feedback with suggestions
- **Corrective feedback** - entails some remedial actions to be taken (e.g. a follow-up correction task)
- **Evaluative feedback** - compares actual performance with expected one

Delivery of effective feedback

- **Feedback** provides information which allows the learner to close the gap between current and desired performance.
 - It is most effective when:
 - ✓ *It is effectively-timed.*
 - ✓ *It is clearly linked to the learning intention.*
 - ✓ *It focuses on the task and performance rather than the learner.*
 - ✓ *It gives cues at appropriate levels on how to bridge the gap: the task (corrective)/ process (error detection)/ self-regulation loop.*
 - ✓ *It offers strategies rather than solutions.*
 - ✓ *It challenges, requires actions, and is achievable.*
- (Leung, et al., 2010)

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Self-directed learning

It refers to the skill that a learner, who takes the initiative and responsibility for learning with or without the assistance of others, possesses. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.

Self-directed learning (SDL)

- Self-directed learning may be viewed as a process of learning where **individuals take the primary responsibility in the learning process**, as well as a set of personal attributes or personal characteristics of the learner (Brockett & Hiemstra, 1991; Caffarella, 1993; Merriam, Caffarella, & Baumgartner, 2007).
- Knowles (1975) defines SDL as a process in which **individuals take the initiative to diagnose their own learning needs, formulate their own learning goals, identify resources for learning, choose the appropriate learning strategies and evaluate their own learning outcomes.**
- To prompt self-directedness among learners, research studies suggest the following:
 - Greater self-efficacy leads to higher SDL readiness (Boyer, et al., 2014)
 - Learner autonomy creates opportunity for self-direction

1. Greater self-efficacy leads to higher SDL readiness

Emoji feeling checklist

I feel really good.

I'm OK.

I need help, please.

Establish an atmosphere for learners to evaluate themselves. Always have the laminated emoji cards on their desks. Encourage them to self evaluate and respond after a learning activity.

2. Learner autonomy creates opportunity for self-direction

Using tools that facilitate peer sharing/ peer appreciation

- Give students the **freedom to choose** what to comment on/ to whom they would give the 'like'/ when to share the feedback
- **Self-paced** task design allows students to complete the tasks following their own timetable
- Promote **self-determination**

Helping students set their own learning goals

Rubrics generated for students

- ✓ use of pronoun 'I' – make it personal
- ✓ focus on what students can do

'I can' statements

1. I can write a riddle with 3 to 5 sentences.
2. I can use correct punctuation at the end of each sentence.
3. I can use words about transportation (like car, bus, train, or plane).
4. I can include at least one adjective to describe (for example, fast, big, red).
5. I can use "I am" or "I have" to write clues clearly.
6. I can read my riddle out loud to my classmates.

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